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is concerned, a competition is thus established. Except as an authorized competitor, an architect may not attempt to secure work for which a competition has been instituted. He may not attempt to influence the award in a competition in which he has submitted drawings. He may not accept the commission to do the work for which a competition has been instituted if he has acted in an advisory capacity either in drawing the program or in making the award.

15. ON INJURING OTHERS

An architect should not falsely or maliciously injure, directly or indirectly, the professional reputation, prospects or business of a fellow architect.

16. ON UNDERTAKING THE WORK OF OTHERS

An architect should not undertake a commission while the claim for compensation or damages or both, of an architect previously employed and whose employment has been terminated remains unsatisfied, unless such claim has been referred to arbitration or issue has been joined at law; or unless the architect previously employed neglects to press his claim; nor should he attempt to supplant a fellow architect after definite steps have been taken toward his employment.

When an architect is asked to make alterations of, or additions to a building designed by another, he should bear in mind the artistic rights of the author. When practicable the new design should be submitted to the original designer as a professional courtesy, which will at least invite an opinion upon the proposed changes.

17. ON DUTIES TO STUDENTS AND DRAUGHTSMEN

The architect should advise and assist those who intend making architecture

their career. If the beginner must get his training solely in the office of an architect, the latter should assist him to the best of his ability by instruction and advice. An architect should urge his draughtsmen to avail themselves of educational opportunities. He should, as far as practicable, give encouragement to all worthy agencies and institutions for architectural education. While a thorough technical preparation is essential for the practice of architecture, architects cannot too strongly insist that it should rest upon a broad foundation of general culture.

18. ON DUTIES TO THE PUBLIC AND TO BUILDING AUTHORITIES

An architect should be mindful of the public welfare and should participate in those movements for public betterment in which his special training and experience qualify him to act. He should not, even under his client's instructions, engage in or encourage any practices contrary to law or hostile to the public interest; for, as he is not obliged to accept a given piece of work, he cannot, by urging that he has but followed his client's instructions, escape the condemnation attaching to his acts. An architect should support all public officials who have charge of building in the rightful performance of their legal duties. He should carefully comply with all building laws and regulations, and if any such appear to him unwise or unfair, he should endeavor to have them altered.

19. ON PROFESSIONAL QUALIFICATIONS

The public has the right to expect that he who bears the title of architect has the knowledge and ability needed for the proper invention, illustration, and supervision of all building operations which he may undertake. Such qualifications alone justify the assumption of the title of architect.

The Canons of Ethics

THE following Canons are adopted by the American Institute of Architects as a general guide, yet the enumeration of particular duties should not be construed as a denial of the existence of others equally im-

portant although not specially mentioned. It should also be noted that the several sections indicate offences of greatly varying degrees of gravity.

It is unprofessional for an architect—

1. To engage directly or indirectly in any of the building or decorative trades.

2. To guarantee an estimate or contract by bond or otherwise.

3. To accept any commission or substantial service from a contractor or from any interested party other than the owner.

4. To take part in any competition which has not received the approval of the Institute or to continue to act as professional adviser after it has been determined that the program cannot be so drawn as to receive such approval.

5. To attempt in any way, except as a duly authorized competitor, to secure work for which a competition is in progress.

6. To attempt to influence, either directly or indirectly, the award of a competition in which he is a competitor.

7. To accept the commission to do the work for which a competition has been instituted if he has acted in an advisory capacity, either in drawing

the program or in making the award.

8. To injure falsely or maliciously, directly or indirectly, the professional reputation, prospects or business of a fellow architect.

9. To undertake a commission while the claim for compensation, or damages, or both, of an architect previously employed and whose employment has been terminated remains unsatisfied, until such claim has been referred to arbitration or issue has been joined at law, or unless the architect previously employed neglects to press his claim.

10. To attempt to supplant a fellow architect after definite steps have been taken toward his employment, *e. g.*, by submitting sketches for a project for which another architect has been authorized to submit sketches.

11. To compete knowingly with a fellow architect for employment on the basis of professional charges.

A Code of Ethics for the Teaching Profession

Adopted by the Pennsylvania State Education Association, December 1920

THIS code is an application of the general principles of ethics to the special obligations, rights, and privileges of the teaching profession.

I. PROFESSIONAL ATTITUDE

The highest obligation of every member of the teaching profession is due to those who are under his professional care.

II. COMPENSATION

The teaching profession should demand, for each of its members, that compensation which will enable him to render the most efficient service. To attain maximum efficiency the compensation must be sufficient to enable him to live upon a scale befitting his place in society, to permit the necessary expenditures for professional improvement, and to make proper provision for those dependent upon him, and for himself in his old age.

III. OPEN-MINDED STUDY OF EDUCATION

Every member of the profession should be a progressive student of education. To this end he should be a thoughtful reader of educational literature, should attend and participate in educational meetings, should engage in such experimentation and collection of data as will test the value of educational theories and aid in the establishment of a scientific basis for educational practice, and should be willing to give to his fellow members the benefits of his professional knowledge and experience.

IV. CRITICISMS OF ASSOCIATES

(a) The motives for all criticisms should be helpfulness and improvement. Adverse criticisms, known or heard, should not be made or repeated except to the one criticized, or to his superior with the full